

St. Aloysius Out of School Care Day Care of Children

St. Aloysius College Campus
53 Scott Street
Garnethill
Glasgow
G3 6PT

Telephone: 0141 331 9265

Type of inspection:

Unannounced

Completed on:

25 July 2019

Service provided by:

St. Aloysius College (RC)

Service provider number:

SP2003003574

Service no:

CS2004083538

About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services can be found on our website at www.careinspectorate.com

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

St. Aloysius Out of School Care provides a care service to a maximum of 40 children of primary school age during term time. During school holidays children aged from three years to 12 years can attend the service.

The service is provided by St. Aloysius College (RC). During term time, the service operates from refurbished accommodation within the school campus in Glasgow city centre, which includes outdoor play areas. During school holidays, the service operates from the school sports campus in Millerston. There is controlled access to the accommodation on both sites to keep children and staff safe.

The out of school care adheres to the wider school ethos and objectives, which place the development of the whole person at the centre of all that they do. Their aspirations for children focus on the five principal concepts of Jesuit education. The service also gives its specific aims as:

"To provide exceptional out of school care for the benefit of the children and parents of the Junior School. We offer active educational and creative opportunities that are both fun and challenging. We will promote the dignity, privacy, choice, safety, potential and diversity of all users and staff of the club. Finally, we will at all times try to maintain a Jesuit atmosphere for the greater glory of God."

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting it right for every child (GIRFEC); Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. GIRFEC supports children and their parents to work with the services that can help them. There are eight wellbeing indicators at the heart of GIRFEC: safe, healthy, achieving, nurtured, active, respected, responsible and included.

What people told us

We observed the children at play and their interactions with staff. We also chatted to them about their experience of the service. Children told us they were happy at the holiday club and enjoyed the activities offered. A popular activity for children of all ages was the creation of slime. Children took great pride in sharing recipes with each other, with staff and with us. Examples of comments from the children included:

"I'm going to add glitter to wet paint because that makes it stick. Here's one I did yesterday." Older girls were exploring different techniques in a self led art activity and demonstrating a sense of achievement.

"I don't have things like this at home and my friends are here. Can you set me a challenge." An older boy was manoeuvring a scooter in the playground, developing his gross motor skills and judgement of risk.

"I made a ladybird! I found out they eat other animals and I though they eat leaves." A younger girl was explaining an internet search that she had carried out with staff following a self-initiated bug hunt. The child's interest continued as she made a ladybird out of craft materials.

"Look what I've made [a child was holding up a muddy stick]. It's for our muddy pie. Would you like to try the gooey chocolate? It's actually mud!" Younger boys were taking delight in co-operative imaginative play as they experimented with mud in the outdoor mud kitchen.

We issued 20 care standards questionnaires to the service to distribute to parents and carers prior to the inspection taking place. We received eight completed questionnaires. All responses from parents were positive. There was one written comment:

"My child is very happy here. Whenever I go to collect her it always seems like a happy environment. The staff are very positive and it feels like a nurturing environment for my daughter."

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan and quality assurance paperwork. These demonstrated their priorities for development and how they were monitoring the quality of the provision within the service.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	5 - Very Good

What the service does well

We observed that the interactions between staff and children reflected the school's inclusive and nurturing ethos. Planning was child-centred and the children's voice was evident in their 'all about me' folders where they had set their own goals based on their preferences and interests. Throughout the day, children were engaged in their play. They freely accessed a wide range of experiences and resources, which stimulated their natural curiosity, learning and creativity. Staff were skilful at judging when to step in and mediate co-operative play or suggest additional resources to extend children's thinking.

Our inspection took place during the holiday club and children used voting to help determine the plans for the day. While staff respected their choices they also explained when some ideas were not possible or had to be cut short. For example, children wanted to play outside but staff had to relocate them indoors as there was a heatwave.

Staff were supporting children to learn about keeping themselves safe in different weather. Children took responsibility for applying their own suncream and staff made sure there was plenty of fresh drinking water to keep everyone hydrated. Staff accessed the temperature both indoors and outdoors to gauge where would be most safe and comfortable for children to play.

Systems were in place to safeguard children in keeping with the whole school approach. This included child protection training and protocols for staff to follow if they had any concerns for a child's welfare. The processes for safe recruitment made sure staff had been appropriately vetted and were fit for practice with children. The management team was sensitive to wider risks to children's safety. For example, the holiday club was relocated to the service provider's city premises when the security of the club's usual accommodation was potentially breached. The above measures contributed to the safety of children at all times.

A new manager was in post since the last inspection of the service. They operated an open door policy for families and staff. This ensured that any concerns or suggestions could be addressed quickly and effectively. Staff felt very supported and motivated by the manager's leadership style. The manager had worked with individual members of the team to identify leadership roles so that everyone felt ownership for taking areas for improvement forward. Staff made very good use of daily debriefings and team meetings to share information about children's progress and discuss what was working well or where their practice could improve.

As a result, children benefited from a culture of continuous improvement where everyone felt their ideas were listened to and respected.

What the service could do better

The systems for the recording of children's medication could be improved as we found instances where only the asthma plan accompanied children's inhalers. We advised that medication instructions and parental consent should be kept with medication in addition to any healthcare plan. We referred the manager to our best practice guidance to assist with this task: Management of medication in daycare of children and childminding services (2014). This will contribute to children's health and safety.

We could see that staff had given careful consideration to how they stored children's lunchboxes and contents to prevent the spread of infection. However, we discussed how the approach could be developed to promote children's independence and responsibility for healthy eating. For example, children could take responsibility for decanting their lunchbox and making healthy food choices. Staff sitting with children at lunchtime would help reinforce this approach.

We acknowledged that clear and detailed paperwork was in place to support children's individual needs including when additional support was needed. The manager agreed that it would be beneficial to incorporate the GIRFEC wellbeing indicators within the format as this would match the ethos of the service as well as facilitating work with families or other agencies when required. Staff had already used GIRFEC to help with planning and consulting with children during term time.

There was a whole school approach to the improvement plans for the after school care. We encouraged the management team to streamline the priorities so that these felt more achievable in the given timeframe. We also suggested making more explicit reference to the resources needed to achieve improvement priorities, including staff training. This would help demonstrate the service provider's commitment to supporting improvements and contribute to staff and children feeling valued. The service should continue with its own plans to explore ways to meaningfully involve parents and carers in the service's future development.

We were confident of the service's capacity to implement the above improvements in order to ensure positive outcomes for children.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

There have been no complaints upheld since the last inspection.

Details of any older upheld complaints are published at www.careinspectorate.com

What the service has done to meet any requirements we made at or since the last inspection

Previous requirements

There are no outstanding requirements.

What the service has done to meet any recommendations we made at or since the last inspection

Previous recommendations

There are no outstanding recommendations.

Inspection and grading history

Date	Type	Gradings								
20 May 2016	Unannounced	<table> <tr> <td>Care and support</td> <td>5 - Very good</td> </tr> <tr> <td>Environment</td> <td>5 - Very good</td> </tr> <tr> <td>Staffing</td> <td>5 - Very good</td> </tr> <tr> <td>Management and leadership</td> <td>5 - Very good</td> </tr> </table>	Care and support	5 - Very good	Environment	5 - Very good	Staffing	5 - Very good	Management and leadership	5 - Very good
Care and support	5 - Very good									
Environment	5 - Very good									
Staffing	5 - Very good									
Management and leadership	5 - Very good									
20 Jun 2013	Unannounced	<table> <tr> <td>Care and support</td> <td>5 - Very good</td> </tr> <tr> <td>Environment</td> <td>5 - Very good</td> </tr> <tr> <td>Staffing</td> <td>4 - Good</td> </tr> <tr> <td>Management and leadership</td> <td>4 - Good</td> </tr> </table>	Care and support	5 - Very good	Environment	5 - Very good	Staffing	4 - Good	Management and leadership	4 - Good
Care and support	5 - Very good									
Environment	5 - Very good									
Staffing	4 - Good									
Management and leadership	4 - Good									
27 Jan 2011	Unannounced	<table> <tr> <td>Care and support</td> <td>5 - Very good</td> </tr> <tr> <td>Environment</td> <td>5 - Very good</td> </tr> <tr> <td>Staffing</td> <td>4 - Good</td> </tr> <tr> <td>Management and leadership</td> <td>4 - Good</td> </tr> </table>	Care and support	5 - Very good	Environment	5 - Very good	Staffing	4 - Good	Management and leadership	4 - Good
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Management and leadership	4 - Good									
31 Mar 2010	Unannounced	<table> <tr> <td>Care and support</td> <td>3 - Adequate</td> </tr> <tr> <td>Environment</td> <td>Not assessed</td> </tr> <tr> <td>Staffing</td> <td>3 - Adequate</td> </tr> <tr> <td>Management and leadership</td> <td>Not assessed</td> </tr> </table>	Care and support	3 - Adequate	Environment	Not assessed	Staffing	3 - Adequate	Management and leadership	Not assessed
Care and support	3 - Adequate									
Environment	Not assessed									
Staffing	3 - Adequate									
Management and leadership	Not assessed									

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